

Inspection report for early years provision

Unique reference number	EY359783
Inspection date	17/03/2011
Inspector	Lynn Reeves
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder has been registered since 2007. The childminder lives with her two school aged children in a house in a residential area of Leesland, Gosport in Hampshire. Local shops, parks and schools are within walking distance of the home. The ground floor of the property is used for childminding with the first floor accessed for toileting only. The rear garden is available for use and the childminder uses community areas and groups for outdoor and physical play experiences also.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for five children aged under eight years. She is also registered to use an assistant. Currently there is one child on roll in the early years age group and the childminder cares for children aged over eight years. The childminder is a member of the National Childminding Association and attends groups for children on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcoming environment for the children and successfully promotes most aspects of children's welfare and learning. Children in her care are happy and settled and benefit from good levels of supervision they receive. Children experience a range of activities and as a result, they are making sound progress within their learning and development. The childminder provides an inclusive setting and ensures children can move around with ease. Most of the childminder's policies and procedures are implemented effectively. However, the childminder has yet to develop systems of self evaluation to identify the setting's strengths and priorities for development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop assessments and planning to clearly show identified next steps for children's progress which can then be measured against their achievements
- continue to conduct regular evacuation drills recording any problems encountered and how they were resolved including access to the keys to ensure all children know what to do in the event of a real fire
- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

Children benefit from the sound strategies in place to promote their safety and well-being. The childminder has a good understanding of the child protection policy and procedures, which safeguard children. Good levels of supervision promote children's safety and all adults in the home are suitably vetted. Daily visual checks and some written risk assessments are undertaken to enhance children's safety. However, the procedure to evacuate the premises in an emergency is ineffective because the keys are not easily accessible. Not all children have practiced the fire evacuation drill to ensure they all know what to do in an emergency. The childminder has a range of written policies in place and the required documentation is up to date. Parents receive information about their child's general well-being through daily conversation and being able to view their child's individual learning journals to monitor their progress. The childminder is aware of the procedure to follow to share children's progress with other Early Years Providers.

The childminder is fully supportive, spending her time constructively involved in play and engaging in conversation with the children. She provides a range of activities and resources to support children's learning. The home environment is organised well, where the children have the opportunity to move freely around the allotted areas. The toys and play provisions are stored at low level in the play room to encourage the children to make their own choices and develop their independence regardless of their background or ability. Toys reflect diversity to help enhance children's learning of the wider world. The children have access to the fully enclosed garden at the rear of the property and are regularly taken to local parks and amenities to promote their physical development.

Systems are in place to promote children's good health. An effective sickness policy reduces the spread of illness within the home and good hygiene procedures minimise the spread of germs. Resources are clean, well maintained and promote equality and diversity. All children are treated with equal respect and their individuality is respected.

The quality and standards of the early years provision and outcomes for children

The childminder is attentive and fully interacts with children's play ensuring they feel welcomed, settled and valued as an individual. Children are confident and relaxed in the childminder's care and the good range of resources and materials enable the children to initiate their own play and learning if they choose to. Children are developing their mathematical concept through role play and singing familiar songs. For example, as the childminder encourages a child to count to five on her fingers, the child then bursts into song and sings 'once I caught a fish alive', then immediately continued counting to ten. The children enjoy playing with the hand puppets; relating songs and nursery rhymes to the various animals they

see, such as 'Baa Baa Black Sheep' and 'Hickory Dickory Dock' as they play with the mouse and sheep. They thoroughly enjoy sitting on the childminders lap for a cuddle to look at books and happily chat about their family and pets at home.

The childminder plans activities and outings according to each child's abilities and adapts them where necessary to ensure all children can be involved. Children use their imagination well as they play with the resources and pretend that the building blocks are ice creams, teddy bears and trains. They happily play by themselves pretending to be train drivers; going off to the workshop or station. Children access a range of toys that reflect diversity, such as, books, ethnic figures and games, which develop their understanding of the wider world. The childminder provides a range of stimulating and interesting resources and experiences for all children to participate in, for example, various media, such as sand, water, play dough, pasta and paint to develop their senses and creative skills. Children also enjoy taking part in cooking activities and making things with collage materials.

Children enjoy a healthy lifestyle and benefit from gentle exercise when playing in the garden or visits to the park. They enjoy opportunities to socialise with other children at the local drop in centres and regularly meet with other childminders and their children. They enjoy feeding the birds and watching the boats on the water at the ferry port. The childminder spends time observing the children at play; she keeps written notes of their progress to share with their parents and uses these alongside photographic evidence to monitor their progress. However, the observation and record keeping of the children's development do not reflect the learning priorities or the next steps in the child's learning.

Children are developing good hygiene practices, such as learning to wash hands before eating and after toileting and separate towels are used to prevent cross contamination of germs. Children benefit from healthy snacks and meals and learn about how to keep themselves safe through discussions, routines and the house rules. For example, children are reminded not to climb on the furniture or run inside the house in case they fall and hurt themselves. The childminder is teaching the children about road safety issues and stranger danger when outdoors. The childminder uses positive techniques to manage behaviour, including lots of praise and encouragement as children play. The children learn to be polite and often help the childminder, for example, tidying up the toys. Children are gaining confidence and their well being is assured.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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